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Of the 142 students graduating from Crowley's Ridge College since 1964, 94 have transferred to senior college and, of these, 55 have completed one or more semesters at the senior institution, after completion of a unique concentrated program, which enables a student to do an entire academic year's work in 24 weeks at CRC. The purpose of this study was to assess the effects of the program on students' success afte r transfer to a senior institution by comparing GPA's before and after transfer for the 55 students completing at least one semester at senior college. Forty-three students lost grade points after transfer; 12 gained; and the average change was a loss of .301 grade points. Included in the report are case studies of students who experienced difficulty after transfer, and an explanation of the accelerated, concentrated program. (MC)

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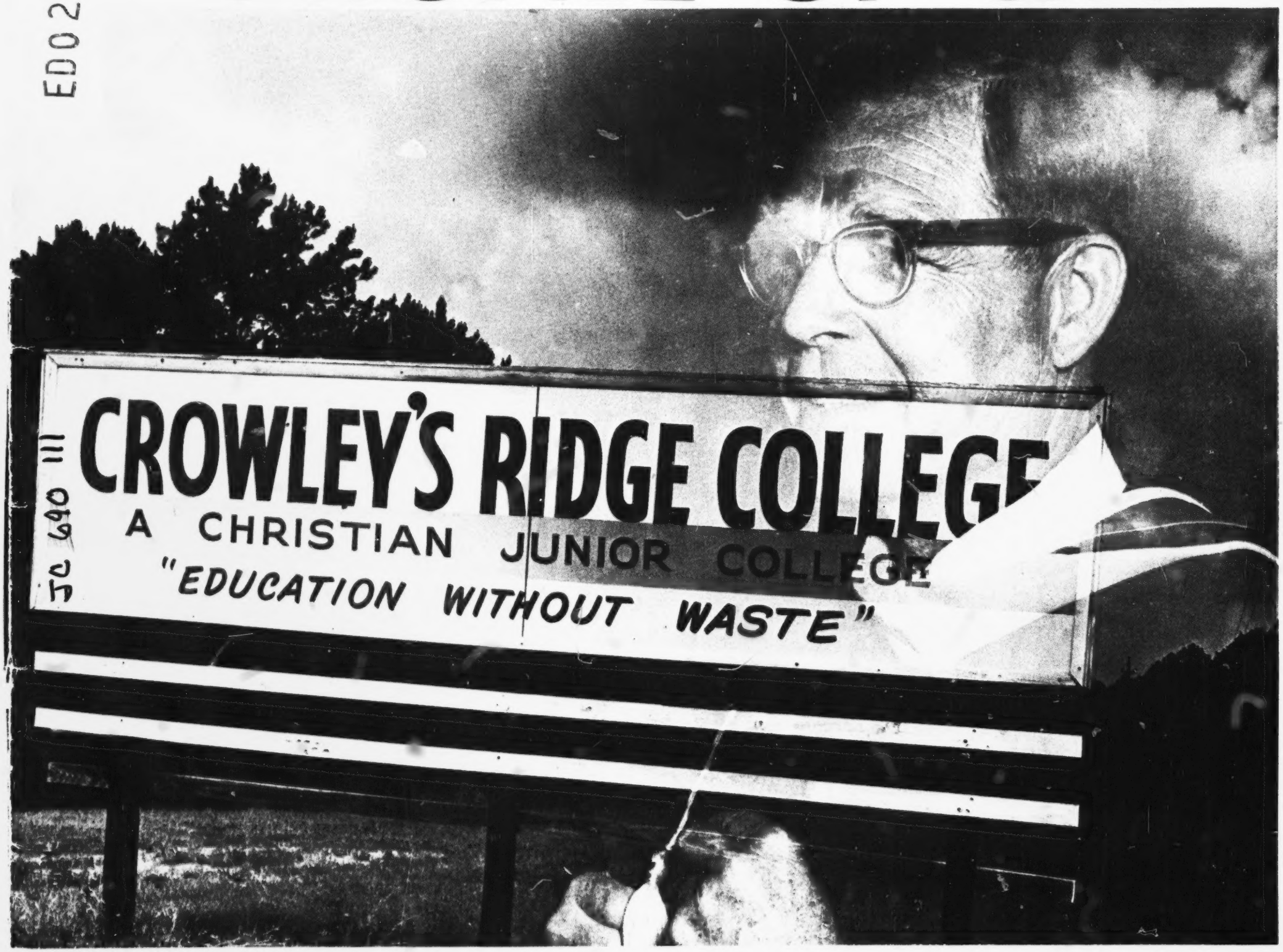
PROFILE OF CRC GRADUATES



JC 690 111

Russell McNalty guides students in Chemistry

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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profile of crc graduates

A STUDY OF GRADUATES OF CROWLEY'S RIDGE COLLEGE

MONOGRAPH IV

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 20 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 690 111

CROWLEY'S RIDGE COLLEGE
Box 138
Paragould, Arkansas 72450

"EDUCATION WITHOUT WASTE"

preface

Emmett Smith, M.A., President

On the following pages is a study conducted by Dr. LaVan Shoptaw, dean of the college, and Mr. M. L. McCormack, director of counseling and testing at the college. The study involves graduates of the college during the entire history of the school, beginning in 1964.

Since Crowley's Ridge College began, and continues its operation, with an innovative curricular practice, it behooves us to provide all interested persons with detailed information regarding the success or failure of its unique program of higher education. Especially for the benefit of its own administration, the school must maintain the most scrupulous vigil on the post-graduate activities of all of its graduates, and ideally, of the later activities of all students who have at any time enrolled at C.R.C.. This monograph is one of the efforts made to provide this sort of information.

This report is not intended to be all-encompassing, but its failure to cover all ex-students of the college is deliberate; for its purpose is limited to the provision of information that will indicate the student's ability or inability to achieve competitively following his experiences in the learning program at C.R.C.. However, it is hoped that this deliberate exclusion of many former students is not interpreted to be an unwillingness to investigate any or all such students. If adequate personnel and resources were available such a study would have been initiated already.

Your careful and analytical examination of this instrument is encouraged and any constructive suggestions are welcomed.

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a study of graduates

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M. L, McCormack and La Van Shoptaw *

This report is a continuation of a case study of graduates of Crowley's Ridge College, originally published as Monograph I, March, 1967, and covering the records of the first twenty-five graduates to complete a minimum of one semester (15 semester hours) in senior college work. In Monograph III, August, 1967, records of thirty-two graduates of the accelerated, concentrated program at CRC who had completed one or more semesters of senior college work, and of whom five had completed the bachelor's degree, are tabulated.** As of that date a total of 115 students had been graduated from Crowley's Ridge College, of whom at least 43 had transferred to senior colleges. As of March, 1968, a total of 142 have been awarded the Associate in Arts degree by CRC, of whom 94 or 66% have transferred to senior colleges. Institutions in which these graduates of Crowley's Ridge have matriculated include: Arkansas State University, Jonesboro, Arkansas; Harding College, Searcy, Arkansas; David Lipscomb College, Nashville, Tennessee; Southeast Missouri State College, Cape Girardeau, Missouri; State College of Arkansas, Conway, Arkansas; Memphis State University, Memphis, Tennessee; Arkansas College, Batesville, Arkansas; University of Arkansas, Fayetteville, Arkansas; University of Maryland, College Park, Maryland; and Oklahoma Christian, Oklahoma City, Oklahoma. It is anticipated that an additional 25–30 graduates will enroll in senior colleges in September of this year.

** Mr. McCormack is director of testing and counseling at Crowley's Ridge College. Dr. Shoptaw is Dean of the College.*

*** The innovations in the operations at CRC are explained in appendix "A".*

This Monograph tabulates records of 55 graduates of CRC who have now completed 15 or more semester hours in in senior college work. Studies have indicated some loss in cumulative grade point as a result of transfer from a junior college to a senior institution. Gold[1] reported that 74 transfers from Los Angeles City College to San Frenando Valley State lost an average of 0.09 of a point during their first semester in senior college. He also found[2] that 248 transfers from the same junior college during the 1964–65 year at the University of California lost an average of 0.38 grade points.

In another study[3] he found that transfers from all junior colleges to the University of California during the same period lost an average of 0.53 points during their first semester in senior college work. In further studies of transfer students he reported[4] in a study of a "high" group and a "low" group of transfers from Los Angeles City College to the University of California, the high group lost an average of 0 4 grade points while the low group lost an average of 1.2 grade points.

Sharp reports[5] comparison of grade point averages involving 946 students who transferred from Santa Monica City College to ten state colleges in California. The mean grade point average in Santa Monica was 2.38 and in the state colleges it was 2.23, or a loss of 0.15. Short suggests a tendency for students to do better during their second semester after transfer.

Nelson reported[6] the typical drop in grade point average of transfers from junior colleges is 0.3 grade point during the first semester after transfer. He reports further that there is "steady improvement thereafter," referring to the first semester after transfer.

Physical Education – Volleyball

Jim Wilson explains a point to his History students

The administration of Crowley's Ridge College has been concerned, since the initiation of its "summer school-like" accelerated program, with the possible effects of this acceleration on the academic progress of its students through the two years of junior college work. There was, it was felt, the question of whether graduates from this accelerated program might experience greater difficulty in making the transfer into senior institutions than is true of transfers from junior colleges with conventional programs. The purpose of this study has been: (1) to determine in as far as possible the effect of the accelerated program on graduates of Crowley's Ridge College, when the junior college records of these students are compared with their own subsequent records in senior colleges to which they have transferred; and (2) to compare the senior college records of graduates of Crowley's Ridge with senior college records made by transfers from junior colleges with conventional 36-week sessions.

This report is a continuation of the first phase of the study (reported earlier as Monographs I and III, March, 1967, and August, 1967, respectively). The cumulative grade point of each of these graduates amassed during attendance at Crowley's Ridge has been compared with that accumulated in senior college attendance.

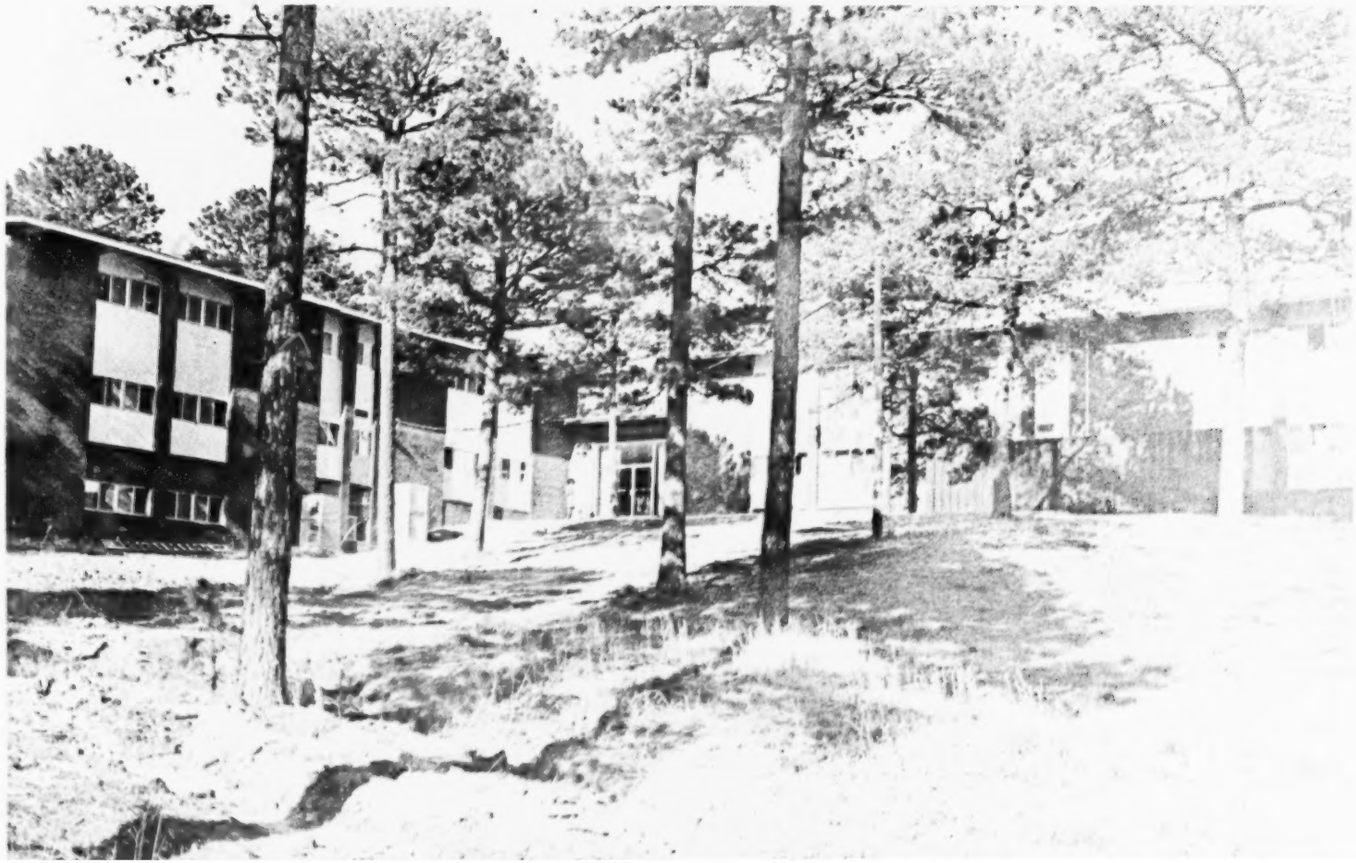
On the assumption that attendance of less than a full semester in a senior college is insufficient time for a student to demonstrate his capacity for successfully pursuing third-year college work, only individuals who have completed as many as fifteen semester hours in the senior institution were considered in the study. A total of 55 cases fell into this category and are thus analyzed in this report. Moreover, because of the limited number of cases available for study an effort has been made to enumerate, in individual cases, factors which obviously operated as extenuating circumstances affecting the results tabulated. These are listed in the report as "Case Explanations"

The program of te[illegible]g in operation at Crowley's Ridge was inaugurated some 2½ [illegible]ars ago and consists of two parts:

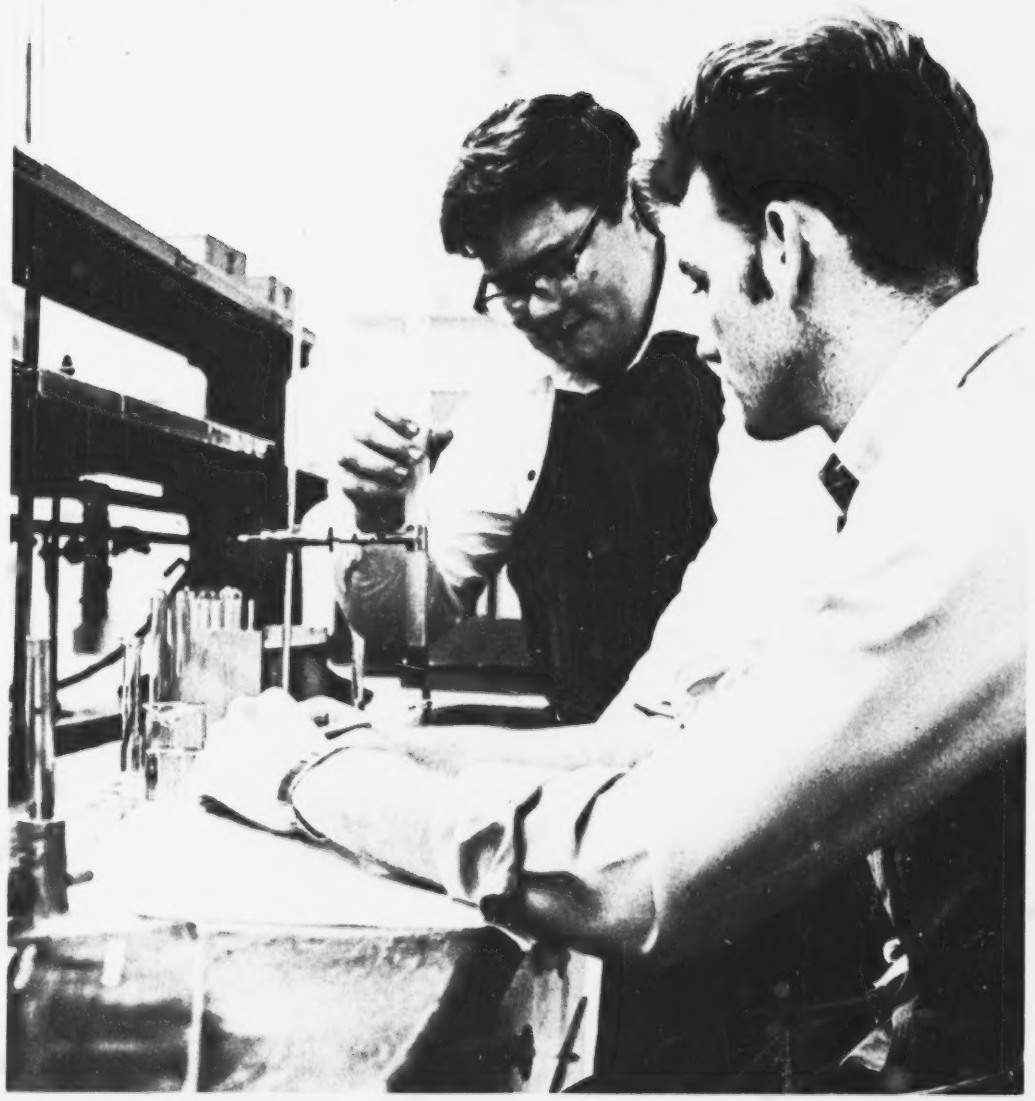
1. Each entering freshman is given a SCAT general ability test to be used in determining the appropriate student load.*
2. At the end of the freshman year a STEP achievement test is given in the areas of writing, social science, science, and reading. Again at the end of the sophomore year this test is repeated (using another form), and these scores become a part of the students' records. In as far as the test records are available on the 55 cases they are included in the reports.

** Beginning July 1, 1967, the SCAT test is being supplemented by the ACT testing program which is administered largely in high schools.*

Girls Dormitory



case studies



Students perform Chemistry experiment

Allman, Wayne:

CRC attendance:
This student lived in the dormitory while attending CRC.

Senior college attendance:
This student married upon graduation from CRC, then entered senior college, first living near the campus, but later moving to his home community and commuting for a distance of 55 miles to and from classes (a total of 110 miles per day).

Anderson (Smith) Ruth Ann

CRC attendance:
Lived in dormitory. Mother is a teacher on CRC faculty.

Senior college attendance:
Married upon graduation from CRC, moved to a farm from which she commuted 60 miles per day to the university campus.

Medlock, Nancy Woolard:

CRC attendance:
Lived in dormitory.

Senior college attendance:
This student married upon graduation from CRC, moved to Walnut Ridge. Commutes 60 miles per day to the university campus.

Mitchell, Wayne and Carol:

CRC attendance:
Both of these students lived in dormitories.

Senior college attendance:
This couple married upon graduation from CRC, moved to the university town into the home of his mother who is a widow, dying of cancer, requiring constant care. Wayne has worked in stores and attended school on a part-time basis, much of the attendance at night. Carol's attendance also was on a part-time basis.

House, Don and Mary Jane:

CRC attendance:
Both of these students lived in dormitories.

Senior college attendance:
Both of these students transferred to senior college upon graduation ~~from~~ CRC, living in dormitories for a time. During the junior year they married. Mary Jane has taught most of what should have been her senior year, while Don preaches full-time while commuting about 100 miles to reach university campus.

Wells, Thelma:

CRC attendance:
This student lives a mile from the CRC campus. She is a home-maker and mother of four. Her husband is a lumber mill worker earning average daily wages. She completed high school approximately twelve years ago.

Senior college attendance:
Commutes distance of 60 miles daily to night classes while teaching full-time in a public school.

CRC graduate, Art Smith, speaks in assembly

Wilkins, Nancy:

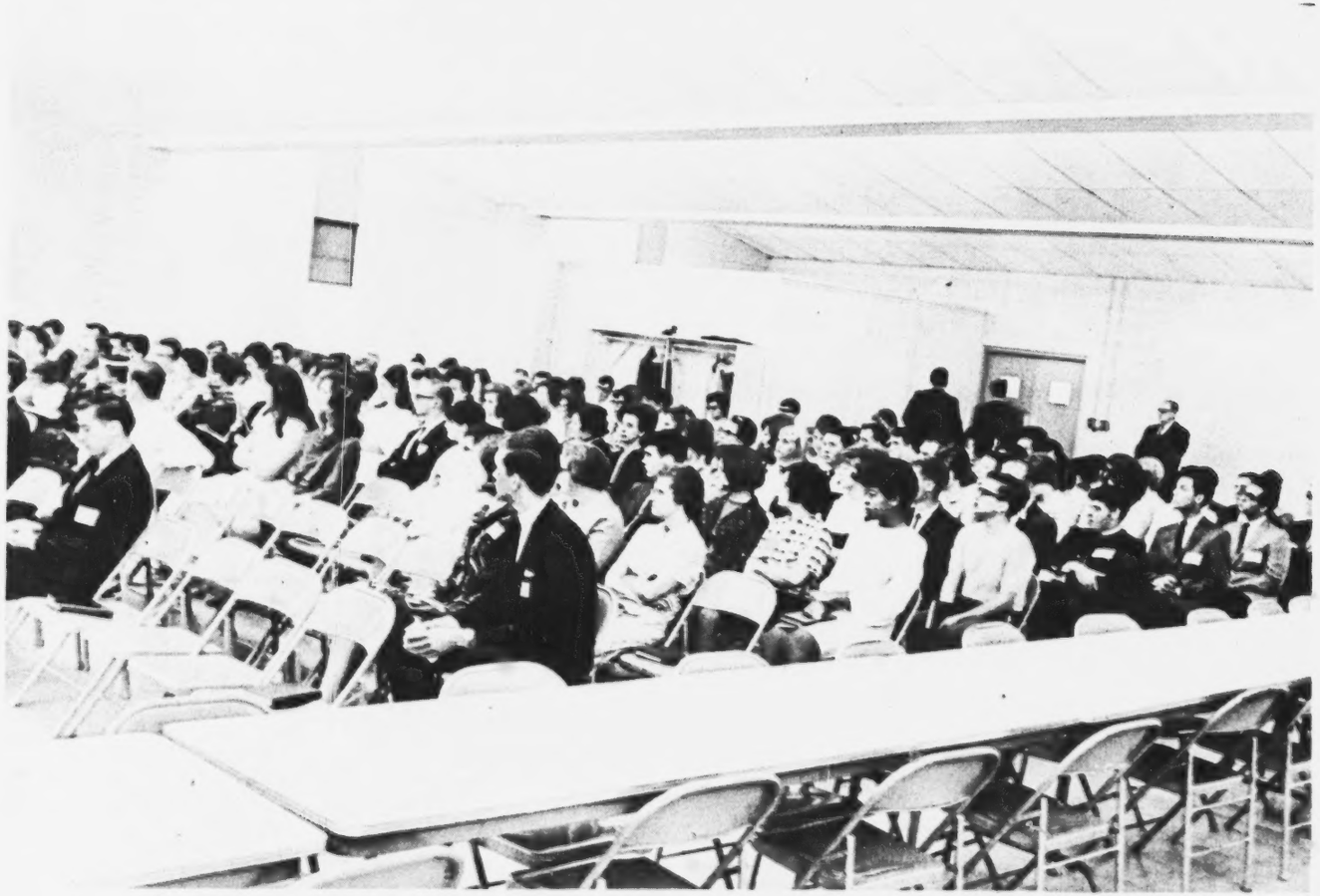
CRC attendance:

This student lived in the dormitory while enrolled at CRC.

Senior college attendance:

A short time after entering Harding College, this student's father had a severe heart attack, and remained critical for some time, interfering seriously with her work in school, and finally resulting in her withdrawal at the end of her first semester.

Homecoming Day at Crowley's Ridge College



TESTING PROGRAM – CROWLEY'S RIDGE COLLEGE, PARAGOULD, ARKANSAS 72450

NAME	SCAT			STEP 1 A GRADE 13				STEP 1 B GRADE 14				CRC Grade Point	Senior College Grade Point	Differ. + –
	Verbal	Quant.	Total	Writ.	Sci.	Soc. Stud.	Read.	Writ.	Sci.	Soc. Stud.	Read.			
Allmon, W. ASU 43	28–49	68–87	55–68	26–59	57–85	25–45	14–30	2–15	80–76	23–42	10–25	2.734	2.114	–0.620
Anderson, R. ASU 63												3.187	2.714	–0.473
Austin, D. Harding 63								2–15	28–61	23–46	5–11	2.894	3.175	+0.281
Austin, H. Harding 15	32–54	44–68	42–55					14–46	54–81	27–48	20–36	3.656	4.000	+0.344
Bradley, Joan ASU 15								0–4	7–33	10–30	5–11	2.357	2.400	+0.043
Bray, Carolyn SCA 15	54–75	68–87	68–80	59–90	40–72	58–80	40–74	54–87	76–87	38–59	24–59	3.156	3.000	–0.156
Brigman, Kelly, Harding 64												3.126	2.580	–0.546
Busby, Mary Harding 38												3.483	2.632	–0.851
Carter, Tim ASU 51								19–54	76–92	48–73	20–36	2.590	2.277	– .313
Clayton, P. Harding 16	28–49	68–87	48–62	54–87	80–96	48–73	44–79	2–9	5–15	34–58	37–66	2.469	2.438	–.031
Cooper, D. ASU 15								5–22	22–58	33–54	0–7	2.230	0.800	–1.430
Copeland, L. ASU 74												2.430	2.378	–0.052
Crouch, S. Harding 15								5–22	28–61	0.8–3	0–5	2.229	1.800	–0.429
Davis, G. H. Harding, 74	32–94	55–74	42–55	11–34	50–80	25–45	51–84	38–68	82–97	65–86	27–62	3.615	3.351	–0.264
Davis, Joan ASU 15												2.490	2.000	–0.490
Dodd, Marilyn ASU 16												3.692	2.310	–1.382
Dover, Mike Harding, 15												2.806	1.800	–1.000
Galloway, C. AC 15	49–71	29–48	42–55					2–15	58–83	48–73	27–62	2.400	2.000	–0.400

TESTING PROGRAM – CROWLEY'S RIDGE COLLEGE, PARAGOULD, ARKANSAS 72450

NAME	SCAT			STEP 1 A GRADE 13				STEP 1 B GRADE 14				CRC Grade Point	Senior College Grade Point	Differ. + −
	Verbal	Quant.	Total	Writ.	Sci.	Soc. Stud.	Read.	Writ	Sci.	Soc. Stud.	Read.			
Grisham, C. Harding 16												3.210	2.625	−0.585
Hart, Charles ASU 45	71–86	88–96	87–92	76–96	69–90	68–87	92–99	42–77	76–92	65–86	70–89	3.092	3.067	−0.025
Herren, N. U of A. 15	24–45	45–68	37–48	57–89	4–27	5–19	9–10	15–50	22–58	21–38	10–28	2.419	2.600	+0.181
Henson, L. ASU 62												2.625	2.620	−0.005
Hill, Mike Harding, 35	15–31	45–68	32–42	10–32	57–85	5–19	14–30	10–34	54–81	10–30	9–22	2.190	1.943	−0.247
Holder, B ASU 15												2.785	3.400	+ .615
Holland, K. ASU 15	3–10	9 :90	32–42	40–81	34–69	4–16	22–37	54–87	28–61	43–65	27–62	3.063	3.200	+ .137
House, Don Harding 17												2.359	2.406	+ .047
Johnson, Carolyn Harding 17	71.86	37–60	62–75	54–89	45–76	98–99	66–92	89–100	61–86	48–73	20–36	2.745	2.177	−.569
Johnson, Jane ASU 17	37–60	68–87	80–87	50–85	22–58	3–20	21–48	40–81	10–58	34–58	11–26	3.662	3.350	−.312
Jones, Joe ASU 64								14–46	6–30	21–30	15–30	2.406	2.370	−.036
Jones, Phil Harding 42				46–86	57–85	34–58	87–98	38–68	9–39	48–73	60–84	2.843	2.667	−.176
Lenderman, B. Harding 16	71–85	85–94	87–92	100	42–72	25–45	37–66	89–100	22–58	23–45	51–58	3.277	3.187	−.090
Litrell, P. Harding 16	97–99.2	82–92	97–99	100	91–99.5	97–99.2	86–97	89–100	76–92	91–95	89–99	3.906	4.000	+.094
McGhee, D. Harding 17	32–54	17–39	28–37	46–81	7–33	61–87	48–73	17–46	21–57	34–58	46–79	2.531	2.471	−.060
McInturff, J. ASU 51								50–85	16–54	54–78	91–95	3.171	2.980	−.191
Mitchell, W. ASU 45												3.292	1.530	−1.762
Mitchell, C. ASU 30												2.876	2.770	− .106

TESTING PROGRAM – CROWLEY'S RIDGE COLLEGE, PARAGOULD, ARKANSAS 72450

NAME	SCAT			STEP 1 A GRADE 13				STEP 1 B GRADE 14				CRC Grade Point	Senior College Grade Point	Differ. ±
	Verbal	Quant.	Total	Writ.	Sci.	Soc. Stud.	Read	Writ.	Sci.	Soc. Stud.	Read.			
Ogden, Don Harding 64												2.234	2.203	–.031
Parkinson, W. Harding 44	20–40	55–74	37–48	57–89	27–65	58–80	51–84	64–92	28–61	38–59	10–25	2.788	2.977	+.199
Phillips, L. ASU 30	93–96	55–74	87–92	81–98	40–72	84–94	86–97	89–100	82–97	78–91	60–84	3.487	3.700	+.213
Poyner, L. Harding 63												2.904	3.222	+.318
Price, C. D. Lip. 44	91–85	68–87	92–94	89–99	76–94	87–95	46–79	60–89	80–96	86–93	77–91	3.415	3.360	–.055
Roberts, D. SEMS 15								14–46	0–0	10–30	0–7	2.265	1.834	–.431
Seawel, H. Harding 70												3.984	3.914	–.070
Shanks, L. Harding 15	71–86	29–48	55–68	60–89	46–78	78–91	90–94	26–59	40–72	68–87	51–84	2.718	2.000	–.718
Shelley, R. SCA 15	12–24	5–9	6–9	9–28	40–72	25–45	18–32	24–60	67–88	65–86	6–12	2.469	2.400	–.069
Simmonds, D. SCA '5	0–5	0–5	.5–5					15–50	54–81	21–38	9–22	2.723	1.600	–1.123
Smith, Alice Harding 16	71–86	85–94	97–92	72–94	69–90	74–90	87–98	81–99.5	72–81	82–92	64–87	3.892	3.647	–.245
Smith, Art Harding 16	49–71	55–64	62–74	72–94	17–50	51–74	32–52	64–92	39–72	54–78	51–81	3.203	3.062	–.141
Swain, Roy ASU 15								19–54	54–81	65–86	21–48	2.641	2.600	–.041
Wells, T. ASU 25								54–87	58–83	78–91	27–62	3.875	2.920	–.955
Wilkins, N. Harding 18	32–54	76–90	55–68					54–87	72–91	92–94	64–87	3.344	2.223	–1.121
Williams, R. Harding 72												2.437	2.347	–.090
Wilson, M. Harding 63	28–49	33–55	32–42									3.800	3.048	–.752
Woolard, N. ASU 61								81–99	58–83	43–65	24–59	3.750	2.580	–1.170
Wylie, R. Harding48	20–40	25–45	24–32	6–21	14–48	25–45	6–12	5–22	46–78	15–30	10–25	2.318	2.917	+.599

summary

14 Dormitory study time

1. As of this date (March, 1968) a total of 142 students have graduated from Crowley's Ridge College, with the degree of Associate in Arts, 94 of whom have transferred to senior colleges. Of these 94 graduates who have entered senior colleges, 55 have completed at least a full semester of work (15 semester hours) in a particular senior institution.

2. Of the 55 who have completed as many as fifteen semester hours in a senior college, 21 have transferred to Arkansas State University, 27 have transferred to Harding College, one entered Southeast Missouri State College, three entered State College of Arkansas and one transferred to David Lipscomb College, one to Arkansas College and one to University of Arkansas.

3. Comparison of the cumulative grade point made at Crowley's Ridge College by each of these graduates, with the grade point accumulated in the senior colleges to which they transferred, was made and recorded on an individual basis.

4. In 43 of the 55 cases tabulated the grade point accumulated in the senior colleges was lower than that which had previously been made at Crowley's Ridge College, while in 12 cases, it was higher in the senior college.

5. The average loss in cumulative grade points made in senior college work when compared to the records at Crowley's Ridge was 0.301.

6. The group of 43 which showed a loss in grade point after transfer has completed an average of 35.1 semester hours in senior colleges, while the group of 12 which showed a gain in grade point after transfer to senior colleges, has completed an average of 31.3 semester hours in senior institutions.

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Boys Dormitory

appendix a

Crowley's Ridge operates an accelerated, concentrated program which enables it to make maximum use of its facilities and personnel, thereby enabling it to serve its students more economically. An accelerated program is a "speeded up" program, similar to that followed by most colleges during summer sessions. At CRC the "academic year" is twenty-four weeks, comprised of two twelve-week semesters, instead of the conventional thirty-six weeks. This saving of time is accomplished by: (1) eliminating excessive days for examinations and holidays; (2) making full use of each day; and (3) streamlining the curriculum into general courses needed by all students and which are basic for most any major which a student determines later to follow. In spite of this saving of one-third of the total residence time, the actual clock hours of class instruction per semester hour of college credit are the same as in a conventional thirty-six week program.

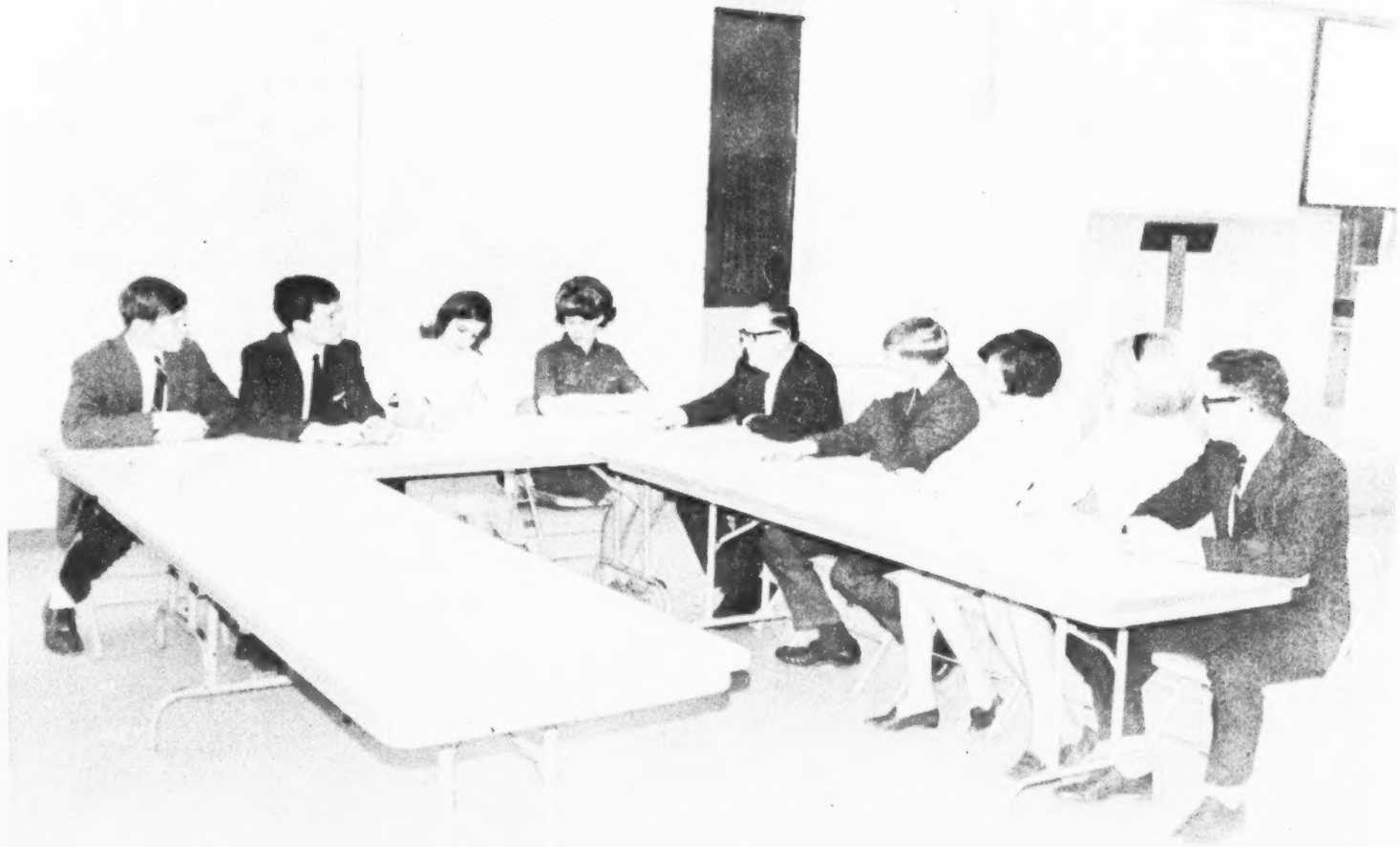
When a CRC student completes his academic year of classes, he has 28 weeks remaining in the calendar year during which he may earn money for college expenses. Moreover he is on campus for a shorter time and thus spends less for board and other necessities.

With a twenty-four week academic year Crowley's Ridge College enrolls two complete student bodies each calendar year. Semesters begin in July and September for the fall session, and in January and March for the spring session. Graduations are held in December and in June.

The curriculum at CRC is similar to the first two years in the average liberal arts college or university. Required subjects include: English, social sciences, biological sciences, physical sciences, art appreciation, music appreciation, mathematics, speech, psychology, health, physical education, and Bible.

Old Glory waves at CRC

At Crowley's Ridge students concentrate on a small number of subjects at a time. A term of six weeks includes an average of eight semester hours of work —— two three-hour courses plus one or two hours of physical education or music appreciation. In addition, Bible is included in every term load. For example, a student might begin with English (3 hours) biological science (3 hours), physical education (1 hour), and Bible (one-half hour), for a total of 7 and one-half hours, for the first 6-week term, during which time these courses would be completed. He would then begin the second half of English (3 hours), and of biological science (3 hours), plus physical education, first aid (2 hours), and Bible (one-half hour) for a total of 8 and one-half hours, or 16 semester hours for the 12 week semester. This is the procedure throughout the two "college years" of work at CRC.



Student council meets for business session